DOCUMENT RESUME

ED 069 596 SO 005 191

AUTHOR	Czerniewski, Wiktor, Ed.; Wieczorek, Barbara, Ed.
TITLE	Selected Bibliography of Polish Educational Materials. Volume 10, Number 4.
INSTITUTION	Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-71-54010/4
PUB DATE	71
NOTE	60p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Education; *Annotated Bibliographies; Bibliographies; *Comparative Education; Curriculum; Educational History; Educational Legislation; Educational Needs; Educational Practice; Educational Problems; Educational Research; Elementary Education; Higher Education; Secondary Education; Teachers; Vocational Education
IDENTIFIERS	Eastern Europe; *Poland

ABSTRACT

This bibliography of Polish educational materials contains lengthy abstracts in English for each of the items listed. Contents are organized as follows: History of Education; Laws and Legislation; General Information on Education; Social and Educational Sciences; The Teacher's Profession; Schools and Institutions (by type or level); and an Index of Authors and Editors. Most of the materials cited in this issue were published between September and November 1971. Earlier issues are represented by ED 046 823 and ED 053 020. (SHM)

Vol. 10, No. 4, 1971

TT 71-54010/4

ED 057 [illegible]

Selected Bibliography of Polish Educational Materials

SP005191

FILMED FROM BEST AVAILABLE COPY

PUBLISHED FOR THE OFFICE OF EDUCATION, U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D. C., BY THE FOREIGN SCIENTIFIC PUBLICATIONS DEPARTMENT OF THE NATIONAL CENTER FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION,
WARSAW, POLAND 1972

Institute for Education
Section for Documentation

Chief Editor:
Wiktor Czerniewski

Assistant Editor:
Barbara Wieczorek

Translated:
Hanna Piskorowska

Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C.

Printed in Poland

Vol. 10, No. 4 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

TT 71-54010/4

ED 069596

Selected Bibliography of Polish Educational Materials

PUBLISHED FOR THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C., BY THE FOREIGN SCIENTIFIC PUBLICATIONS DEPARTMENT OF THE NATIONAL CENTER FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION, WARSAW, POLAND 1972

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 10 1971 No. 4

CONTENTS

	page
I. History of Education	3
II. Laws and Legislation	5
III. General Information on Education	9
IV. Social and Educational Sciences	19
V. The Teacher's Profession	26
VI. Schools and Institutions (by type or level)	31
1. Preschool	31
2. Primary	33
3. Secondary	40
4. Vocational	42
5. Higher	45
6. Adult	51
7. Special	53
Index of Authors and Editors	56

The bulk of the materials listed in the present issue was available in the period of time from September to November 1971.

I. HISTORY OF EDUCATION

301. GAWĘDA, STANISŁAW (ed.): **Materiały do dziejów oświaty w okresie okupacji hitlerowskiej na terenie podziemnego Okręgu Szkolnego Krakowskiego.** (The History of the Clandestine Education in the Times of the Nazi Occupation on the Territories of the Cracow Educational Board). Part 7. Zakład Narodowy im. Ossolińskich, Wrocław 1971, 266 pp. *Rocznik Komisji Nauk Pedagogicznych.* Vol. 13.

Volumen 13 of the Annals of the Committee for Educational Sciences contains reports, articles and studies presented at the session on the clandestine education in the times of the Nazi occupation on the southern territories of Poland. The session was held in Cracow, April 3–4, 1970, and was organized by the Polish Academy of Sciences, Cracow Branch. Part 1 includes the article by S. Gawęda on the executive bodies of the clandestine schooling; M. Stępień discusses the role of the Polish Worker's Party in organizing educational activities; T. Słowikowski presents research carried out in various centers and pertaining to the Cracow clandestine education. W. Szafer and W. Goetel deal with the activities carried out by the Jagiellonian University and by the Academy of Mining and Metallurgy. B. Chrzan presents the situation in the primary schooling, W. Czarkowska that in the secondary schooling and L. Kozakówna in the vocational schooling. Part 2 constitutes a collection of short reports describing various problems and aspects of the clandestine education in the region of Cracow.

302. JAKUBOWSKI, JÓZEF: **Koncepcje pierwszej reformy szkolnej w Polsce Ludowej 1944–1945.** (The First School Reform in the Polish People's Republic 1944–1945). *Rozprawy z Dziejów Oświaty* Vol. 14: 1971, pp. 177–205.

The Polish Committee for the National Liberation immediately after its establishment was faced with the task of organizing a new educational system on the national scale. The system existing in the pre-war Poland could not be implemented in the new socio-economic conditions. Activities concerning the establishment of the new system were started immediately and in May 1945 the school

reform was prepared. In July the National Congress was held in Łódź where all the theses set forth by the Committee were discussed in detail. The reform introduced compulsory and free primary schooling for all with new educational objectives and modern school organization. The above-mentioned school reform was maintained for three years and then further, carefully elaborated modifications were introduced to both primary and secondary schooling.

303. KRASUSKI, JÓZEF: **Tajne szkolnictwo polskie w okresie okupacji hitlerowskiej 1939–1945.** (Clandestine Education in Poland in the Times of the Nazi Occupation). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 369 pp.

The author discusses the unique phenomenon of the clandestine education on the national scale which involved thousands Polish teachers in the times of the Nazi occupation. The following problems are considered: 1) forms and methods in the clandestine education in the years 1939–1940, 2) uniform leadership of educational activities in the years 1940–42, 3) the range of the clandestine education, 4) the educational policy of the agressor in the years 1942–45, 5) mass educational movement at clandestine courses in the years 1942–45, 6) the qualifications of the teaching staff, 7) financial aspects of the clandestine education, 8) specific character of clandestine education in the eastern regions of Poland and 9) differences in educational planning according to the types of political associations and groups. The publication contains a detailed review of other available materials on the subject.

304. KURDYBACHA, ŁUKASZ: **Komisja Edukacji Narodowej w świetle badań.** (Commission for National Education in the Light of Research). *Wychowanie* 1971, No. 16, pp. 3–7.

On the occassion of the 200th anniversary of establishing the Commission for National Education the author presents a report on the state of research on the activities of the most prominent European educational institution of the 18th century. The article deals with the role of the Commission which was the first to prepare a uniform

educational program. Emphasis is laid on the progressive character of the program which was reflected in the main tendency of the Commission, i.e. in the maximum popularization of education as well as in the rationalistic approach to the teaching material and in the introduction of the national language. For the first time in the world laic education was introduced on the national scale in the form of the independent subject covering rationalistic philosophy and socio-political content.
In the final part of the article the author gives an outline of further research on educational activities of the Commission.

305. WROCZYŃSKI, RYSZARD: **Dzieje wychowania fizycznego i sportu.** (The History of Physical Education and Sport). Zakład Narodowy im. Ossolińskich, Wrocław 1971, 261 pp.

The book presents the history of physical education and sport in the period from the 18th century up to the year 1918. The author discusses the factors which influenced the development of physical education at the turn of the 19th century and analyzes the beginning of the systematic gymnastics in Europe, stress being laid both on the French and on the Swedish system. Then differentiation in the development of various branches of gymnastics is examined. In the second part of the work the author devotes his attention to the history of physical education in Poland. Several chapters also deal with the theory of physical education, the role of the physical education in the over-all development of the child and the forms of active leisure for adolescents and adults. Data are also provided pertaining to the history of sport associations.

II. LAWS AND LEGISLATION

306. OBWIESZCZENIE Ministra Oświaty i Szkolnictwa Wyższego z dnia 12 czerwca 1971 r. w sprawie wykazu obowiązujących zarządzeń i innych resortowych aktów normatywnych o charakterze ogólnym dotyczących szkolnictwa wyższego zarówno ogłoszonych w Dzienniku Urzędowym jak i nie publikowa-

nych, według stanu na dzień 1 maja 1971 r. (The Announcement of the Minister of Education and Higher Education, dated June 12, 1971 Concerning the List of Regulations and Other Normative Acts Pertaining to Higher Schooling Both Included in Dziennik Urzędowy and Unpublished According to the State on May, 1971). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1971, No. A-6, Item 55.

The annex to the present ordinance contains a list of regulations partaining to the higher schooling according to the following subject groups:

1) Regulations concerning the course of studies and students,
2) Regulations concerning studies, doctoral scholarships, degrees and research practices,
3) Regulations concerning research activity in higher schools,
4) Regulations concerning higher school libraries,
5) Regulations concerning administrative problems,
6) Regulations concerning the employment and salaries,
7) Regulations concerning financial matters,
8) Regulations concerning investments,
9) Regulations concerning educational, social and youth councils, councils of institutes and faculties.
10) Others (various).

307. UCHWAŁA Rady Ministrów z dnia 1 lipca 1971 r. w sprawie organizowania techników zawodowych dla przodujących robotników. (Resolution of the Council of Ministers dated July 1, 1971 Concerning the Organization of Secondary Vocational Schools for Outstanding Workers). *Monitor Polski* 1971, No. 37, Item 238.

The Council of Ministers decided to obligate the Minister of Education as well as other ministers responsible for vocational schools to organize secondary schools for outstanding workers. Resolution aims at facilitating the access to secondary education for those workers employed in the national economy who reveal active social and political attitudes as well as involvement in professional activities. Schools of this type will enroll graduates from non-full vocational secondary schools or unqualified

workers with at least 10 year of professional practice. Upon entering the above mentioned vocational schools the workers will be granted a paid leave.

308. UCHWAŁA Rady Ministrów z dnia 2 lipca 1971 r. w sprawie wstępnego stażu pracy absolwentów szkół. (The Resolution of the Council of Ministers dated July 2, 1971 Concerning Professional Practices for Graduates). *Monitor Polski* 1971, No 37, Item 239.

According to the Resolution of the Council of Ministers the objectives of professional practices for graduates are the following: 1) social and professional adaptation, 2) acquiring knowledge of the employing institution and its activities, 3) training in a given type of work, i.e. that to be undertaken after accomplishing the practice period. Regulations included in the Resolution concern graduates of both full and non-full vocational secondary schools, general secondary schools and higher schools. Curriculum for practices of this kind is worked out by the employing institution. The practice period forms part of the total employment period and lasts 3–12 months. The head of the employing institution is responsible for the general design of the activities during the practice period. No examinations are provided at the end of the practice, while salaries are in accordance with the existing regulations issued by respective ministries.

309. ZARZĄDZENIE Ministra Oświaty i Szkolnictwa Wyższego z dnia 31 maja 1971 r. w sprawie nadzoru pedagogicznego. (The Ordinance Issued by the Minister of Education and Higher Education dated May 31, 1971 on Supervisory Pedagogic Activities). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1971, No B-8, Item 51.

The annex to the present ordinance includes regulations concerning the supervisory activities in schools and other educational institutions subordinated to the Ministry of Education and Higher Education. Supervisory activities pertain to educational boards, educational sections and schools and are usually carried out by educators employed in the high school administration, i.e. by inspectors and subinspectors. The main task of the supervisors is to eval-

uate the functioning of schools and local administration. The regulations concern the rights of supervisors and the principles of carrying out supervisory activities.

310. ZARZĄDZENIE Ministra Oświaty i Szkolnictwa Wyższego z dnia 18 sierpnia 1971 r. w sprawie zapisów dzieci do klasy pierwszej szkoły podstawowej oraz organizacji ognisk przedszkolnych przygotowawczych. (The Ordinance Issued by the Minister of Education and Higher Education dated August 18, 1971 Concerning the Enrollment of Children to Grade I of the Primary School and the Organization of Introductory Educational Courses). *Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego* 1971, No. B-13, Item 83.

The present ordinance introduces compulsory early enrollment in grade I accompanied by a detailed psychological and medical examination, which aims at assessing the maturational level of the child. When the insufficient level of school readiness is stated then special compensatory educational courses must be organized in order to form skills necessary to the proper fulfilment of school tasks. Principles of organization are presented in detail in the text of the ordinance. Educational introductory courses can be organized either at the primary school or at the kindergarten. The assessment of school readiness should be accomplished by means of the school readiness test constructed in the Institute for Education by B. Wilgocka-Okoń and of the observation card prepared by A. Szaniawska. The compensatory activities should be carried out for 9 hours a week during six months. Each group should comprise 5–15 children. Activities are to be carried out either by the future form-master of grade I or by the kindergarten teacher.

311. ZARZĄDZENIE Ministra Zdrowia i Opieki Społecznej z dnia 30 kwietnia 1971 r. w sprawie organizacji Centrum Medycznego Kształcenia Podyplomowego. (The Ordinance Issued by the Minister of Health and Social Welfare dated April 30, 1971 Concerning the Establishment of the Medical Post-Graduate Training Center). *Dziennik Urzędowy Ministerstwa Zdrowia i Opieki Społecznej* 1971, No. 14, Item 66.

According to the Ordinance all institutions of post-graduate medical training in Warsaw are to be liquidated.

On the basis of the resolution adopted by the Council of Ministers on October 9, 1970 a new research center is being established called the Medical Post-Graduate Training Center. The new center will embrace the following sections: 1) basic sciences, 2) clinical medicine, 3) social medicine, 4) stomatology, 5) pharmacology, 6) didactics of medicine and 7) scientific information.

312. ZARZĄDZENIE Ministra Zdrowia i Opieki Społecznej z dnia 25 sierpnia 1971 r. w sprawie szkół medycznych prowadzonych w resorcie zdrowia i opieki społecznej. (The Ordinance Issued by the Minister of Health and Social Welfare on August 25, 1971 Concerning Medical Schools Subordinated to the Ministry of Health and Social Welfare). *Dziennik Urzędowy Ministerstwa Zdrowia i Opieki Społecznej* 1971, No. 18, Item 95.

The following vocational schools are subordinated to the Ministry of Health and Social Welfare: 1) non-full vocational secondary schools, 2) full secondary schools and 3) medical colleges. Instruction is conducted both during the day, as well as according to the evening or extramural system. The following professional categories are included: 1) psychiatric medical assistant, 2) preparator for non-full secondary vocational schools, 3) nurse, 4) child nurse, 5) technician-analyst for full secondary vocational schools. Colleges embrace 13 professional categories. Instruction in colleges lasts 3 years.

III. GENERAL INFORMATION ON EDUCATION

313. JABŁOŃSKI, HENRYK: **Dziś i jutro polskiej oświaty.** (The Present and the Future of the Polish Education. An Interview with the Minister of Education and Higher Education). *Głos Nauczycielski* 1971, No. 35, p. 1, 6, 7.

The Minister of Education, Professor H. Jabłoński, discussed a number of questions pertaining to the Polish educational system. He ascribed great importance to the establishment and the activities of the Polish Committee of Experts in Education which is now preparing model

solutions of the most important educational problems. In answer to questions concerning the future of the educational system H. Jabłoński advanced several postulates such as for instance the development of educational research centers, the uniform planning of educational research on the national scale, the immediate implementation of research results into practice, as well as in the popularization of activities carried out by the what are called leading schools. In the final part of the interview the Minister discussed several aspects of modernizing school infrastructure, the principles of reorganizing school network, educational care for children in the pre-school period, improvement in the field of special schooling and some problems of the in- and pre-service teacher training.

314. JANISZOWSKA, IRENA (ed.): *Przegląd Pedagogiczny*. Biuletyn Instytutu Pedagogiki 1971, No. 2, 148 pp.

"Przegląd Pedagogiczny" No. 2, 1971, a bulletin of the Institute of Educational Research in Warsaw, is devoted to curricula and textbooks for primary and secondary schools. T. Parnowski in his article entitled "The Center for the Improvement of Textbooks" discusses the tasks of the Minister of Education according to which the Center has been established at the Polish Textbooks' Publishers. W. Słodkowski examines problems of textbooks from the field of Polish literature. C. Szybka points to the necessity to modernize textbooks in history. J. Soczewka presents the possibilities of constructing a programmed textbook in chemistry. T. Woźnicki discusses the most important problems of constructing foreign language textbooks. H. Komorowska-Piskorowska presents data obtained in the course of research on the quality of English textbooks for secondary schools and L. Hewryk discusses selection and gradation of the linguistic material in German textbooks for general secondary schools. A. Tukalski gives consideration to some advantages of programmed texts for the individual work of pupils, and J. Górska analyzes the modern conception of the teacher's book on the example of books for the teachers of mathematics in grades V–VIII of the primary school. G. Gębura and M. Sawicki discuss the same prob-

lem on the example of books for teachers of physics in the secondary school. S. Cieślowski presents the research on curricula for non-full secondary vocational schools. Problems other than those concerning textbooks are presented in Professor's W. Okoń article which is dealt with separately.

315. JANISZOWSKA, IRENA: **Zagadnienia orientacji i selekcji szkolnej.** (School Orientation and Selection). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 193 pp.

Problems of school selection and orientation are considered against the background of the educational system in the Polish People's Republic. The author states that problems, objectives and even the role of school orientation differ according to the educational system, since the overall structure of schooling and its aims influence both the significance and the course of school orientation. In the present publication the author attempts at presenting various activities from the field of orientation which can be included in the regular course of school work. Both the theoretical foundations of these activities and their forms are discussed in detail. In the 2nd part of the book the author draws a comparison as between the Polish and the foreign systems of selection and orientation.

316. KLUCZYŃSKI, JAN: **Prace nad raportem o stanie oświaty w Polsce.** (Work on the Report on the State of Education in Poland). *Nowa Szkoła* 1971, No. 9, pp. 13–16.

The article by the Secretary to the Committee of Experts in Education appointed in January 1971 deals with the report on the state of education in Poland which is to be prepared by the Committee. The report will contain a full evaluation of the organization of schooling, trends of its development, methods and forms of educational work, infrastructure of schooling and qualifications of the teaching staff.

The author discusses methods of work on the report, the set of problems to be analyzed and stages of preparatory activities: a) informative and methodological activities, b) theoretical studies, c) analytical studies, d) model solutions and e) synthetic studies. All the studies will be

completed by the end of 1971, while the year 1972 will be devoted to the preparation of the final report.

317. KLUCZYŃSKI, JAN: **Z prac Komitetu Ekspertów.** (Activities of the Committee of Experts in Education). *Nowe Drogi* 1971, No. 6, pp. 44–54.

The article is a discussion of tasks to be fulfilled by the Committee, the methods of its work and the problems under examination. Attention is drawn to the report on the state of Polish education which will contain an analysis of the present educational system, suggestions concerning its modernization and model solutions pertaining to particular problems. The Committee starts by collecting all the existing materials and research results in order to form the basis of analysis. Comparison will then be drawn as between the Polish and the foreign educational achievements. This will be followed by concrete projects concerning various educational problems. In its activities the Committee utilizes expertises prepared by the Committee of the Polish Academy of Sciences "Poland 2000". In the final part of the article the author lists problems to be considered in model solutions and presents the time-table of the activities.

318. KUPISIEWICZ, CZESŁAW: **Aktualne problemy nauczania programowanego.** (The Current Problems of Programmed Instruction). *Dydaktyka Szkoły Wyższej* 1971, No. 3, pp. 3–19.

The author discusses the present state of programmed instruction giving consideration to problems which have already been solved and pointing out those which are still open. Among the problems which have already been solved the author includes the significance of programmed instruction, its effectiveness in various subjects and at various levels of schooling, comparison as between the programmed and the traditional instruction, comparison as between various programming techniques and the utilization of computers in programmed instruction. Among problems which are still open the author distinguishes: 1) theoretical foundations of programmed instruction, 2) its place in the system of well organized didactic activities and 3) the application of programming to the analysis of structure and content of conventional textbooks.

319. LEWANDOWSKI, JAN: **Bibliografia dydaktyki języków obcych w PRL.** (Bibliography of Foreign Language Teaching in the Polish People's Republic). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 310 pp.

The bibliography lists all the publications from the field of modern language teaching, i.e. English, French, Russian and German for the years 1944–1968 and 1969–1970 (annex). All types of publications are included, i.e. theoretical studies, handbooks, teacher's books, reviews, reports, regulations, bulletins and press. Publications from the field of linguistics and psycholinguistics are also included. From the educational point of view all types of instruction are considered: school instruction, non-lesson activities, out-of-school activities, courses, self-instruction, etc. as well as all age groups. The bulk of material was divided into six parts according to the type of publications. Further decimal division introduced the content criterion. Both subject and authors' indexes are provided.

320. M. M.: **Z działalności Krajowego Komitetu Obchodów Międzynarodowego Roku Oświaty.** (Activities of the Polish Committee for the Celebration of the International Year of Education). *Życie Szkoły Wyższej* 1971, No. 7/8, pp. 13–17.

The Polish Committee for the Celebration of the International Year of Education was appointed by the Prime Minister on November 17, 1969 as was postulated by the Polish Committee for UNESCO. The Committee was presided by the Minister of Education, Professor H. Jabłoński. The activities connected with the International Year of Education in Poland concentrated round five topics: 1) popularization of educational knowledge in the society, 2) organizing a national discussion on the state of Polish education and its developmental trends, 3) attitude formation in arousing social interest in adolescents, 4) stimulating educational research and coordinating it with the research carried out in related sciences and 5) popularizing Polish achievements in education at home and abroad. A considerable number of educational publications have been published in connection with the International Year of Education. On the initiative of the Committee various national and international sessions and

conferences have been held. On the last plenary session held on April 22, 1971 a resolution was adopted, which is discussed in a separate annotation.

321. **Nad przyszłościowym modelem oświaty.** (On the Future Model of the Educational System). *Głos Nauczycielski* 1971, No. 46, 48, pp. 1, 4, 5.

Within the frames of the national discussion on the guidelines for the VI Congress of the Polish United Workers' Party, the Section for Science at the Central Committee of the Polish Teachers' Association organized a panel discussion concerning basic educational problems, i.e. prolonging the primary instruction, introducing compulsory secondary education and establishing obligatory teacher training at the university level. The following researchers and educators took part in the discussion: M. Godlewski, J. Jundziłł, E. Olszewski, M. Stępień, J. Szczepański, J. Chechliński, M. Piątkowski and T. Wiloch. A number of specific problems concerning methodological and organizational aspects were also considered. In the second part of the discussion Professor W. Okoń presented a conception of a 10-year compulsory school for general education as one of the possible solutions. The educators participating in the discussion were J. Chechliński, C. Kupisiewicz, T. Wiloch, M. Godlewski, T. Krajewski, Z. Krzysztoszek, S. Kowalik, and J. Kulpa. The model in question has already been presented to the Committee of Experts in Education, which is now working on the organizational aspects of schooling. After the selection of the most suitable model specific questions will be solved and the solutions verified through empirical research. This will require cooperation of considerable numbers of researchers, educators and practising teachers.

322. OKOŃ, WINCENTY: **Współczesne postulaty w sprawie systemu dydaktycznego.** (Present-Day Postulates Concerning the Didactic System). *Przegląd Pedagogiczny* 1971, No. 2, pp. 5–11.

The article written by the head of the Institute for Educational Research is a report on final conclusions arrived

at during the session on the didactic system held in the Institute on December 18–19, 1970. The author stresses the necessity to harmoniously join the four components of the didactic system, i.e. the teacher, the pupil, the teaching content and the didactic environment and presents outstanding research and publications on the subject. In connection with the development of the educational technology and its place in the UNESCO 6-years plan the postulate is also advanced to train more specialists in the field of taxonomy, curriculum construction, achievement tests and teaching aids as well as those dealing with the application of computers in education, information and educational prognosticating. The necessity to coordinate educational research with that carried out in the related disciplines is emphasized. A number of postulates advanced at the session pertained to the training of research workers, its course and methods.

323. RATAJ, MARIAN: **O nowoczesny system oświaty i wychowania.** (The Modern Educational System Needed). *Ruch Pedagogiczny* 1971, No. 4, pp. 451–461.

The article contains a criticism of the Polish educational system and suggests new experimental solutions. Shortcomings are pointed out in the pre-school educational system which embraces no more than 25 percent children. The author stresses the lack of a sufficient number of special schools and some organizational deficiencies in primary schooling where 45 percent schools employ only 2–4 teachers. Disproportion is evident in the number of graduates from general secondary, full and non-full vocational secondary schools. In the final part of the article the author lists factors which determine high effectiveness of the educational system, i.e.: 1) the organization of schooling, 2) the qualifications of the teaching staff and 3) school infrastructure. Suggestions are also advanced to improve the present system and to realize the postulate of permanent education.

324. ROGALSKA, KRYSTYNA: **Nad kształtem przyszłej szkoły.** (On the Shape of the Future School). *Głos Nauczycielski* 1971, No. 40, pp. 3, 8.

The article is a report on the 2nd Symposium on the Basic Problems of Science and Education held in Piwniczna August 18–25, 1971. The Symposium was organized by the Central Committee of the Polish Teachers' Association. The main subject of the Symposium was the following "The Range and Forms of Integration in the Field of Science and Education". The participants discussed: 1) the structure of the educational system, 2) methods, contents and means of instruction, 3) effectiveness of educational influence and 4) the system of training teachers and researchers. A considerable number of activists, teachers, researchers and representatives of school administration took part in the discussion, e.g. Professors: C. Kupisiewicz, W. Okoń, M. Godlewski, J. Szczepański and the Minister of Education — J. Wołczyk. The Symposium aimed at pointing out the most important problems as well as at answering a number of questions raised in the guidelines for the VI Congres of the Polish United Workers' Party.

325. SUCHODOLSKI, BOGDAN: **O nowy aspekt strategii oświatowej.** (New Aspect of the Educational Strategy). *Miesięcznik Literacki* 1971, No. 10, pp. 87–94.

The author discusses two educational theories. One of them treats the surrounding reality as a territory where the man organizes his existence, while the second treats it as a system of values and requirements. Each of these theories implies a different set of educational activities. The first prefers the education for life, the second — the education for the personality formation. The author considers the possibilities to integrate the two conceptions and analyzes their educational consequences.

326. ŚWIDA, HANNA: **Osobowość jako problem pedagogiki.** (Personality as an Educational Problem). Zakład Narodowy im. Ossolińskich, Wrocław 1970, 428 pp.

The book presents new categories for the description of personality which are suitable from the point of view of the educational methodology. The first two chapters are devoted to the function of personality in the educational

sciences. Pedagogy requires a new description of personality which would be both complete and individualized, while the concept ought to function as a model based on the generalized psychic development on the child. The successive chapters suggest a modified approach to the problems of personality and concentrate on several aspects crucial for educational activities. The author stresses the importance of the historical theory of personality for education. Theoretical considerations are exemplified by ample empirical data and case studies based on observation, interview and both school and medical documentation.

327. SZCZERBA, WIKTOR: **Metodyka wychowania socjalistycznego.** (Methodology of the Socialist Education). Państwowe Wydawnictwo Naukowe. Warszawa 1971, 391 pp.

The book is devoted to problems of education in the secondary school. Part 1 includes a discussion of the theoretical foundations of the socialist pedagogy. The author presents principles of the marxist education, considers its objectives and methods. Part 2 contains a detailed discussion of forms and methods in the secondary school education. Consideration is given to education through learning, work, art, polytechnic training and sport. The significance of civic education is stressed in the process of attitude formation as well as of the activities undertaken by the form-master both at the lessons of civic education as well as during the total course of his educational work. Criteria for evaluation of methods are also listed.

328. UCHWAŁA **Krajowego Komitetu Obchodów Międzynarodowego Roku Oświaty.** (Resolution Adopted by the Polish Committee for the Celebration of the International Year of Education). *Życie Szkoły Wyższej* 1971, No. 7/8, pp. 18–23.

The Polish Committee for the Celebration of the International Year of Education expresses satisfaction with the course of activities undertaken in connection with the Year in Poland stating that all basic tasks planned by the Committee been fulfilled. The Committee presents a list of problems to be solved in the proximate future:

i.e.: 1) establishing a State Council for Education which would coordinate all educational activities performed by various educational institutions throughout the country, 2) securing the development of educational research on a larger scale, 3) improving the information service in the field of education, 4) raising the prestige of the teacher, 5) developing self-government of the youth and providing care for their physical and intellectual development, 6) enabling the family to properly fulfil its educational function through popularizing educational knowledge in the society and 7) popularizing Polish educational achievements at home and abroad. The Committee declares support for the activities carried out under the auspices of UNESCO and aiming at liquidating illiteracy and popularizing education in various countries and postulates to include problems of the family in the UNESCO research plan.

329. WĘGRZYNOWICZ, JACEK: **Zajęcia pozalekcyjne i pozaszkolne.** (Non-Lesson and Out-of-School Activities). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 139 pp.

The publication is devoted to educational problems of non-lesson and out-of-school activities. Several aspects of influence exerted by youth organizations are discussed separately since their work is not considered to be a part of the out-of-school activities. Chapter 1 contains a review of the out-of-school activities existing in the Polish educational system. Chapter 2 deals with the methodology of constructing a uniform educational system which would embrace both the non-lesson activities as a necessary part of the school work and the out-of-school activities as a factor consolidating the environment in the field of education. In the successive chapters the author analyzes the relationship between the forms of the out-of-school activities and the planning of school work on the one hand and the course of activities organized by other educational institutions on the other. The theses of the author are exemplified by a body of empirical data.

330. ZAKRZEWSKA, ZOFIA (ed.): **Z zagadnień kształtowania postaw młodzieży.** (Attitude Formation in Youth). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 116 pp.

The publication constitutes a collection of lectures concerning the educational influence. The lectures report on the new methods and techniques of educational work as worked out by teachers and educators. The data refer mostly to general secondary schools. The articles also discuss the forms of educational work which are commonly used in secondary schools, e.g. pupils' self-government, social work, vocational preorientation, celebration of national feasts. Materials are prepared by the following authors: H. Ławniczak, S. Trojanowski, W. Radlak, Z. Czarnuch and K. Zepp. The latter discusses the ways of utilizing pupils' interests in the cinematography in the course of the educational activities.

IV. SOCIAL AND EDUCATIONAL SCIENCES

331. IZDEBSKA, HELENA: **Rodzina i szkola w jednolitym systemie wychowania.** (The School and the Family in the Uniform System of Education). *Nauczyciel i Wychowanie* 1971, No. 4, pp. 53–62.

Much stress is now being laid on the coordination of educational influence exerted by the school with that of the family so that they form a mutually complementary, uniform educational system. The article presents problems common to both sources of educational influence, i.e.: 1) the intellectual development of children and adolescents, 2) satisfying emotional needs of the children, 3) developing interests and 4) attitude formation. Discussing the ways of exerting influence of the four types the author points to obstacles encountered by the family in fulfilling its educational function and discusses the most typical causes of failure such as for instance bad financial conditions, lack of time, etc. In the final part of the article the author points to the necessity to increase the number of social activities carried out by institutions of education and care, especially for those children who are not provided with sufficient care at home.

332. KRUSZEWSKI, KRZYSZTOF: **Nauczanie programowane w zespole metod nauczania.** (Programmed Instruction in the System of Teaching Methods). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 83–95.

Basing on Professor Okoń's classification of teaching methods the author analyzes four ways of learning (learning by assimilating, by discovering, by emotional experience and by doing) and four ways of organizing the process of instruction (catechetical methods, problem-solving instruction, exposive methods and practical ones, respectively). Against this background an analysis is presented of the programmed instruction. The author considers the programmed instruction to be a particular phase of each of the four methods of instruction. As compared with the non-programmed instruction it opens possibilities to work out a full list of elements forming the over-all educational process. In consequence all the desired parameters of every element can be distinguished, which ensures the proper course of the teaching process. The author examines in detail the relations between the programmed instruction and the four teaching methods as well as the corresponding ways of learning. In his opinion the advantages of programmed instruction from the point of view of the teacher are the following: 1) the full control of the ways of learning through the proper selection and gradation of elements in the process of instruction and 2) the full utilization of various teaching methods during the process of instruction.

333. KWIECIŃSKI, ZBIGNIEW: **Możliwość społecznej walki z odpadem szkolnym.** (Social Measures Against Drop-Out). *Nowa Szkoła* 1971, No. 9, pp. 16–20.

The author discusses the possibilities to diminish drop-out in the rural schools. In the first part of the article the main causes of this phenomenon are presented. In the second part a discussion follows of measures to be undertaken with the aim to diminish the drop-out. The author postulates: 1) to provide financial aid for greater numbers of rural pupils, 2) to improve the organization of farms so that pupils would not be overburdened with manual work. 3) to provide individual didactic care for slow

learners, 4) to work out methods of educational diagnosis and prognosis, 5) to intensify compensatory activities of kindergartens and primary schools. Consideration is also given to the improvement in pre-service teacher training, especially in the field of sociology and social psychology. Stress is laid on the necessity to develop primary and vocational schooling for adults, which is closely connected with the drop-out phenomenon.

334. KWIECIŃSKI, ZBIGNIEW: **Rodzina wiejska a osiągnięcia dzieci.** (The Peasant Family and the Educational Achievement of Pupils). *Ruch Pedagogiczny* 1970, No. 4, pp. 424–441.

The author discusses the results of research on the functioning of a rural school in one industrialized region. The research objective was to find correlations as between the social origin of pupils and their educational achievements. The present article is devoted to two basic problems: 1) social causes of school failure in an industrialized region and 2) family causes of differentiated educational achievement in a uniform rural environment. Research techniques used were: the educational interview in the family, achievement tests and didactic tests prepared by Professor J. Konopnicki. The influence of the following factors was examined: 1) the structure of the family, 2) the serial origin, 3) aspiration in the family in the field of education and social prestige, 4) financial conditions, 5) cultural conditions, 6) educational activeness of parents and 7) spatial conditions (central or periheral part of the school district). On the basis of data obtained in the course of research the author points to the necessity of introducing a vast system of compensative measures in the social and educational policy.

335. KWIECIŃSKI, ZBIGNIEW: **Szkoła a środowisko wiejskie.** (School and the Rural Environment). *Nauczyciel i Wychowanie* 1971, No. 4, pp. 18–29.

The author analyzes conflicts existing between the school staff and the rural environment. The main types of conflicts are then discussed, i.e. the role-conflict of a pupil and simultaneously a manual worker conflict as between the preparation for life in the local community on the

part of the family and for life above the local community on the part of school, conflicts pertaining to the functioning of school and its educational level, conflicts pertaining to the educational responsibility, educational faults of teachers, prestige conflicts, disintegration of the rural society as reflected in disintegration of pupils in school. The author stresses the significance of an early diagnosis of a conflict for its early liquidation.

336. MILEWICZ, BOLESŁAW (ed.): *Nowa Szkoła* 1971, No. 7/8, 120 pp.

The present edition of "Nowa Szkoła" is devoted to problems of the know-your-city movement. The leading article by W. Michajlow discusses the present-day state of the preservation of the environment, international measures undertaken in this domain and the preservation as included in curricula for the primary and the secondary school. A. Kamiński considers the know-your-country movement from the point of view of the mass culture. The other articles analyze contents and objectives of the movement and its educational and cognitive values. J. Węgrzynowicz gives a characteristics of the know-your-country movement as viewed by the planners of the school tourism. J. Wiśniowski discusses the ways of utilizing the movement in the teaching of history. K. Malinowski points to the possibility of engaging young people in the preservation of historical buildings. The section entitled "Data and People" includes an article presenting A. Janowski, a pioneer of the movement in Poland. The remaining articles deal with the following problems: 1) developmental trends in the know-your-country movement, 2) differences in the intensity of the movement and their causes, 3) training the staff for the movement, 4) organizing school trips and walking tours, their educational and cognitive values. Ample bibliography of the subject is included.

337. MUSZYŃSKI, HELIODOR: **Podstawowe problemy wychowania socjalistycznego.** (Basic Problems of the Socialist Education). *Nowe Drogi*, No. 10, pp. 161–170.

In connection with the guidelines of the Central Committee prepared for the VI Congress of the Polish United

Workers' Party the author discusses various shortcomings in the field of education. Much consideration is given to attitude formation which is often neglected because of the multitude of didactic activities. Simplified stereotypes of thinking about educational problems are also examined in detail. The author emphasizes the dependence of education on the processes of personality formation, since professional activeness similarly as every human activeness is conditioned by two factors: knowledge, skill and ability on the one hand, and aim the motivation to attain it, on the other. A postulate is finally advanced to examine the processes of personality formation underlying human attitudes in order to properly organize educational activities.

338. MUSZYŃSKI, HELIODOR: **Rodzina, moralność, wychowanie.** (Family, Morality, Education). Nasza Księgarnia, Warszawa 1971, 229 pp.

The present publication constitutes a collection of essays concerning the moral education. The majority were published in Polish educational periodicals such as for example "Rodzina i Szkoła", "Przyjaciel Dziecka", etc, in the years 1962–67. The author attempts at pointing out some most important problems in the field of education. Part 1 is devoted to reeducational ideals of the present day. Part 2 discusses everyday problems of education and upbringing. Part 3 presents a model of a modern family. Throughout the whole book the author stresses the importance of knowledge, experience and skill in educational activities. In his opinion intuition no longer suffices, since each educator ought to understand not only the child itself but also the world in which he lives and the mechanisms of influences exerted by the environment on the child's personality. The publication presents an analysis of conditions for the proper educational process in the family and points to the most common shortcomings in the educational activities.

339. NAWROCZYŃSKI, BOGDAN: **W kręgu metodologii pedagogiki.** (On the Methodology of Educational Sciences). *Nowa Szkoła* 1971, No. 10, pp. 26–29.

The author discusses three problems which have been analyzed in detail by H. Muszyński in his book entitled "Introduction to the Methodology of Educational Sciences", Warsaw, PWN 1970, 305 pp. They are the following: 1) the kind of sciences represented by education from the methodological point of view, 2) the origin of educational objectives, and 3) the role and functioning of school. The author states that H. Muszyński contributed to the development of educational sciences by defining a considerable number of concepts and especially that of pedagogy as a practical science. He also points out that instead of serving the practice of schooling through his knowledge of logics, cybernetics and praxiology, H. Muszyński adopts it to his own theories. Justification of this opinion is formed by several examples of Muszyński's ideas as e.g. the reorganization of schooling according to his patterns, sharp division as between instruction and personality formation, etc. In the final part of his polemic article the author states that educational publications ought to provide assistance in solving complex problems of educational practice without being an isolated product of pure logics.

340. PIETER, JÓZEF: **Wychowanie ludzi życiowo dzielnych.** (Education of the Brave). *Nauczyciel i Wychowanie* 1971, No. 4, pp. 3–17.

The author discusses courage and resourcefulness pointing to the social value of these features if used for social benefit. Comparison is drawn as between courage revealed in danger and courage reflected in self-dependent activities and decision-making. Each of these features must be formed in the educational process, although the methods differ considerably. From the educational point of view the author stresses the necessity to harmoniously develop physical skills and socially desired attitudes. Attitude formation should be based on a socially approved scale of values, while didactic activities ought to foster activeness and self-dependence.

341. SKORUPSKA-SOBAŃSKA, JULIA: **Potrzeby nastolatków a wychowanie w rodzinie.** (Needs of the Teen-Agers and

Education in the Family). Nasza Księgarnia, Warszawa 1971, 178 pp.

The book is a new publication from the field of the psychology of adolescence. The author attempts at confronting the intellectual and emotional needs of teen-agers with the educational influence of the family. Various patterns of behavior on the part of the parents are discussed as well as their impact on the psyche of the adolescent. Special consideration is given to the acceptance of the child, his need of security, stability and self-dependence as well as to the ways of satisfying all these needs in the family.

342. SMARZYŃSKI, HENRYK: **Rodzina jako środowisko wychowawcze.** (The Family as an Educational Environment). *Nauczyciel i Wychowanie* 1971, No. 4, pp. 41–53, bibl.

Educational research in the socialist countries revealed that the economic and social growth must be accompanied by an increased educational care on the part of the parents. The set of problems pertaining to the role of the family was strongly stressed at the VII World Congress of Sociology in Varna. The International Symposium in Warsaw held in November 1970 dealt with the same topic. The author formulates a number of conclusions on the basis of the materials from both meetings. He states that special aid should be given to the family by educational institutions and especially by the school. What should be taken into consideration is the popularization of educational knowledge among parents through the Parents' University and various courses organized in big towns, industrial centers and in larger villages. Stress must also be laid on the quality of radio and television programs for parents.

343. SUCHODOLSKI, BOGDAN: **Nauka w życiu współczesnym.** (Science in the Contemporary Life). *Nowa Szkoła* 1971, No. 9, p. 6–12.

The author considers the role of science from the point of view of the contemporary man whose aim is to arrive at the rational organization of the social life. In his opinion the state of science is closely connected with the

patterns of behavior in individuals and with the general style of life represented by the social groups. The article contains a comparison of the role of science in the socialist and in the capitalist countries. Four characteristic trends in the development of science in the socialist countries are distinguished: acquainting all the members of the society with scientific achievements, developing education as a means of attaining this objective, arriving at the over-all development of each individual and preparing each member of the society for proper fulfilling of his social role. The final part of the article is devoted to the problems of socialist education which requires high personal qualities as well as deep knowledge of every teacher actively engaged in educational activities.

V. THE TEACHER'S PROFESSION

344. GODLEWSKI, MICHAŁ and WIATROWSKI, ZYGMUNT: **Kształcenie nauczycieli szkół zawodowych.** (Training Teachers of Vocational Subjects). Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1971, 228 pp., bibl.

The publication is an attempt at presenting a review of problems connected with training teachers of vocational subjects. The history of teacher training with respect to vocational subjects is outlined, stress being laid on the present methods and trends. The Polish system of teacher training is examined and developmental trends analyzed. Several professional groups are distinguished among the teachers: 1) teachers of general subjects, 2) teachers of theoretical vocational subjects and 3) teachers of practical vocational subjects, 4) educators working in day-clubs, boarding-schools, librarians and instructors of non-lesson or out-of-school activities. The main part of the book is devoted to problems of pre- and in-service training in industrial, agricultural and economic subjects. Chapters pertaining to professional prestige and to social aspects of the teacher's profession are based on the research which covered 1500 subjects.

345. KAMIŃSKI, ALEKSANDER: **Nauczycielskie normy etyczne.** (Ethical Norms in Teachers). *Nowa Szkoła* 1971, No. 10, pp. 2–4.

The author discusses teachers' ethical norms from the point of view of their moral duties toward pupils without considering either their duties toward the society as a whole or their duties toward the professional group. Four basic norms of teachers' professional ethics are considered. The first one pertains to the quality of instruction. The author states that high qualities of the teacher's work ensure respect and trust on the part of his pupils. The second norm concerns proper interpersonal relations between the teacher and the pupil. The third one deals with the pattern of behavior which ought to serve as a model for the pupils. The fourth requires acquainting pupils with cultural, social and moral values.

346. KOZŁOWSKI, JÓZEF: **Wychowawcze aspekty praktyki pedagogicznej.** (Educational Aspects of Pedagogical Practices). *Nauczyciel i Wychowanie* 1971, No. 4, pp. 82–90.

The author's considerations are based on the theory of three factors underlying the overall course of the teacher training, i.e. information, personality, and professional ability. In the first part of the article an analysis is given of the theoretical foundations of various elements of the training. Much attention is devoted to the theory of personality, orientational processes, cognitive mechanisms and dynamic stereotypes. In the second part of the article the author discusses the following problems: 1) recruitment of candidates for teacher training institutions, 2) forming positive attitudes toward the teacher's profession, 3) preparation for the profession, 4) forming professional skills, 5) ability to organize didactic activities. The final part of the article is devoted to the what are called pedagogical practices, i.e. to school teaching in the pre-service period.

347. KRAWCEWICZ, STANISŁAW: **Kształcenie i doskonalenie zawodowe nauczycieli.** Problemy i tendencje. (Trends in the Pre- and In-Service Training of Teachers). *Wychowanie* 1971, No. 18, pp. 17–25.

In the first part of the article the author presents an analysis of the existing pre-service teacher training. Consideration is then given to the in-service teacher training which in the author's opinion should form a well-founded structure of permanent education, indispensable because of the increasing importance of the social role of the teacher. Three stages of training are distinguished on the basis of the analysis: 1) preparatory stage, 2) training at various parallel levels and 3) training at the university level. In-service training is at present carried out by two institutions, i.e. by the Association of the Polish Teachers and by the In-Service Training Centers. The author postulates to organize a well operating training system which would stress self-instruction as coordinated with various institutionalized forms of raising professional qualifications. Planning the in-service training should pertain to three phases: 1) preparation for educational work, 2) professional adaptation and 3) full professional self-dependence.

348. KWIATKOWSKA, HENRYKA: **Sukcesy absolwentów Studium Zaocznego Pedagogiki UW w pracy zawodowej.** (Professional Success of Graduates from the Extramural Department for Education at the University of Warsaw). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 123–132.

The article constitutes a report on research concerning professional careers of graduates from the Extramural Department for Education in the years 1961/62–1966/67. Research aimed at stating the influence of knowledge acquired at the university on the quality of the graduates' work and on their professional success. Research techniques used were: questionnaires and interviews. The data obtained in the course of research revealed high correlation as between the graduation and the professional success. It has been stated that the graduation includes improvement in financial conditions, higher social prestige and the increasing self-respect in the course of exercising the profession. The analysis pertains to several problems of the rentability of the extramural department. Concluding the author states that professional success of graduates and the increased quality of their work confirm the necessity to develop higher schooling of this type.

349. LEŚNIK, AUGUSTYN: **Z badań nad losami absolwentów studium nauczycielskiego.** (Professional Careers of Graduates from the Teacher Training College). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 120 pp. Sod. Sum.

The publication attempts at stating the role of the teacher in the social environment and his place in the professional hierarchy. Considerations are based on research concerning the professional careers of graduates from the two-year Teacher Training College in Racibórz. Research was carried out on a sample of 1612 graduates from the years 1954–67 who at present teach in primary schools all over the country. The following research techniques were used: questionnaires, interviews, college documents, directed autobiographics and observation. Chapter 1 presents an analysis of the structure and function of the teacher training institution. Chapter 2 discusses the specific character of the Teacher Training College in Racibórz. Chapter 3 is devoted to social, professional and demographic characteristics of the examined persons. Professional activities of the subjects are examined in Chapter 4. The following chapters deal with the teachers' financial situation, social work and non-professional interests. The final chapter contains a summary and conclusions.

350. ŁOBOCKI, MIECZYSŁAW: **Działalność społecznie użyteczna w kształceniu nauczycieli.** (Social Work in Teacher Training). *Nauczyciel i Wychowanie* 1971, No. pp. 90–98.

The author discusses various advantages of engaging students of teacher training institutions in the social work. His considerations are based on the assumption that professional skills although important are only one of several factors influencing the professional success. There is an urgent need to link these skills with a deep understanding of significant social tasks as early as possible, i.e. at the first year of studies in the teacher training institutions. The social activeness of the teacher is reflected in his voluntary activities both in school and in the out-of-school environment. The author analyzes various types of these activities and postulates to form positive attitudes toward social work in students. He also examines conditions for the success of the social work as for

instance, its voluntary character, atractiveness, evident usefulness, etc.

351. NIJAKOWSKI, MIECZYSŁAW: **Humanizm podstawą etyki zawodu nauczycielskiego.** (Humanism as a Foundation of the Teacher's Professional Ethics). *Nowa Szkoła* 1971, No. 10, pp. 5–8.

The teacher's professional ethics as each professional ethics is a set of concretized statements derived from the field of general ethics. In the socialist society each particular professional ethics should be based on the marxist system with humanism as its leading value. The principle of humanism is in the teacher's professional ethics referred to the specific character of educational activities. The author analyzes in detail the main practical consequences of adopting ethical values thus understood, i.e. the teacher's attitude toward his pupils, creating the atmosphere of trust and sympathy between the teacher and the pupil, full respect for each pupil as an individual and proper interpersonal relations in the classroom. The author stresses that the pupil is not only the object but also the subject of the educational process, which then becomes a true reflection of norms and principles of the teacher's professional ethics. In the final part of the article the author advances a postulate to precisely define all the principles and norms as well as the conditions for their application.

352. PLUTA, STANISŁAW: **Kształcenie nauczycieli dla klas I–IV.** (Training Teachers for Grades I–IV). *Nowa Szkoła* 1971, No. 9, pp. 27–28.

The author discusses the problems of teacher training in connection with the draft of the reform of initial instruction. The draft has been prepared with the aim to intensify and modernize the teaching in grades I–IV of the primary school. Consideration is given to shortcomings of combining the specialization i.e. preparation for the teaching of a chosen subject in grades V–VIII with the training for initial instruction. Such a combination is dangerous for the proper course of the training, since most of the students consider specialization to be the central part of their studies without giving due attention to the prob-

lems of initial instruction. The author states that the training for initial instruction should form a separate full university course, since the scope of knowledge to be transmitted does not permit to treat it as a part of a multi-track course. It is also stated that the training for initial instruction should be combined with the training for pre-school instruction if a combined course must be preserved. The author points to the necessity of careful attitude formation in the field of the role of the primary school teacher as a creator of the further school success.

353. WOJCIECHOWSKI, KAZIMIERZ: **A to z ważnych najważniejsze.** (The Most Important of All). *Głos Nauczycielski* 1971, No. 41, pp. 1–5.

The article contains a discussion of forms and methods of pre- and in-service teacher training. The author bases his considerations on the postulates advanced by the Minister of Education in his article in "Nowa Szkoła" 1971, No. 19, p. 5. Stress is laid on the necessity to utilize mass-media, especially radio and television, in the process of raising teachers' qualifications. Much consideration is also given to the activities carried out by the Teachers' Radio and Television University. The author postulates to provide opportunity of additional instruction for the largest group of teachers, i.e. for graduates from the two-year teacher training colleges so that they could obtain university diplomas of the Advanced Teacher Training College. In the author's opinion there is an urgent need to coordinate activities of the Teachers' Radio and Television University and of various teacher training institutions. The latter should select candidates, organize consultations and examinations.

See also: 309, 382.

VI. SCHOOLS AND INSTITUTIONS
(by type or level)

VI. 1. PRESCHOOL

354. DYNER, WŁADYSŁAW, JAN: **Zabawy tematyczne dzieci.** (Subject Games for Children). Zakład Narodowy im. Ossolińskich, Wrocław 1971, 390 pp.

The book contains an analysis of various subject games for children and a discussion of their function in the overall development of the child. The considerations are based on research results pertaining to the following problems: the nature of the what is called subject game, differences as between the subject game and other types of games, sources of the subject, reasons for undertaking activities of this kind, relationship between the realistic and the fictitious attitude, etc. The book includes descriptions of numerous subject games and statistical data pertaining to the frequency of particular games. The author also makes an attempt to distinguish constant elements of the games and those changing with the maturational level.

355. PODOSKI, KAZIMIERZ, and PIASECKI, BOHDAN: **Z badań nad kosztami działalności przedszkoli.** (Expenditure on the Pre-School Education). *Nowa Szkoła* 1971, No. 10, pp. 16–18.

The author presents an analysis of expenditure on four kindergartens in the region of Gdańsk. Two of them were subordinated to the Ministry of Education and two — to industrial plants. In the light of the analysis most of the expenditure is designed for the in-service training of the teaching staff and for the increase in the number of nurses. Current expenditure on accommodation is also significant. Differentiation in the financial status of kindergartens is caused by additional financial sources, as for instance aid given by industrial plants. The social costs as well as the length of the children's stay in the kindergarten have also a considerable bearing on the expenditure per child.

See also: 310, 400

VI. 2. PRIMARY

356. BEDNARSKI, HENRYK: **Aspiracje zawodowe uczniów szkół podstawowych.** (Vocational Aspirations in Pupils of the Primary School). Państwowe Wydawnictwo Naukowe, Poznań 1971, 123 pp. bibl. Bydgoskie Towarzystwo Naukowe.

In the years 1961 and 1969 the author carried out two series of research on vocational aspirations in pupils from grades VII and VIII of primary schools in the region of Bydgoszcz. In order to draw a comparison as between the age groups the author examined several groups of the secondary school pupils. Pupils were selected from various types of the social environment. Vocational aspirations were defined as an endeavor to obtain a certain amount of education and to undertake a job in a given profession. The main objective of research was to distinguish the most popular and attractive professional categories. On the basis of research results the author discusses the motives uderlying the selection of a profession as well as the ways leading to the realization of plans. Factors are also distinguished influencing attitudes toward the professional career such as for instance: local environment, social origin, educational achievement, school career and personality features. In the final part of the publication the author discusses discrepancies between individual aspirations and the economic demands of the region. Several problems of vocational preorientation and counselling are also presented.

357. BONECKI, HENRYK: **Nauczanie fizyki w klasie VII.** (Teaching Physics in Grade VII). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 215 pp.

The publication is a teacher's book corresponding to the handbook for grade VII and a special fascicle called "A Physics Exercise-Book". The whole set of publications forms a systematized kit constructed according to the principles of the educational system as viewed by Professor Lech. The system in question and in consequence the kit aim at programming both the teacher's and the pupils' activities on the basis of specially designed teaching aids. The programming system suggested in the present book is different from the classical programming, which results from different assumptions in the organization of lessons and in planning the process of instruction. The book consists of two parts. Part 1 contains an analysis of structure and contents of sections included in the pupil's handbook. Part 2 suggests types of activities to be undertaken in the course of successive lessons.

358. KULIGOWSKA, KRYSTYNA: **O niektórych problemach doskonalenia pracy szkoły podstawowej.** (Problems of Raising the Quality of Instruction in the Primary School). *Nowa Szkoła* 1971, No. 9, pp. 45–49.

The article by the head of the Center for In-Service Teacher Training presents the main difficulties encoutered by the modern primary school and discusses problems of the in-service training for teachers. Presenting the difficulties the author points to considerable differentiation in the social and intellectual development of pupils learning at the same level. The systematic growth of the mass-media which are not equally available for all widens the scope of the pupils' knowledge drawn from sources other than school and thus considerably increases the above-mentioned differentiation. The author states that the disproportion in the physical development of pupils is also going to increase. Other difficulties spring from the family situation which often does not permit to form skills of functioning in a collective. K. Kuligowska points out that proper attitude and knowledge on the part of the teacher can reduce many of these difficulties. Thus, she suggests that more attention should be given to the pre- and in-service training of teachers. The role to be played here by local centers for in-service teacher training is emphasized.

359. ŁAPKOWSKA, STANISŁAWA: **Uczniowie drugoroczni.** (The Non-Promoted Pupils). *Nowa Szkoła* 1971, No. 10, pp. 30–33.

The article is a report on research carried out by the staff of the Educational and Vocational Advisory Center in Sulechów on a sample of the non-promoted pupils in the school year 1970/71. Research covered 134 pupils with the varying IQ. Five groups have been distinguished: a) upper imbecilism, b) debilism, c) the verge of mental deficiency, d) pupils slightly below the norm and e) normal pupils. Research revealed that the following factors cause the non-promotion: neurosis, lack of the motivation for learning, bad state of the psychic health, bad state of the physical health and bad family conditions (broken homes, financial troubles, etc.). The author presents the

research in the light of the diagnostic data as well as some therapeutic measures undertaken by the Center.

360. MAŁACHA, JERZY: **Próba walidacji testu cichego czytania ze zrozumieniem UNESCO dla dzieci starszych.** (An Attempt to Validate the UNESCO Reading Comprehension Test Designed for Older Children). *Psychologia Wychowawcza* 1971, No. 4, pp. 420–438.

The article is a report on research which has been carried out on a sample of 113 children aged 14 in Przemyśl. Research aimed at the validation of the reading comprehension test designed for older children as well as at stating correlations as between the scores obtained and 1) IQ, 2) concentration and 3) school achievement. The analysis revealed low correlation as between the score on the reading comprehension test and school success as well as concentration. High correlation was stated in the case of logical reasoning, motivation, emotional equilibrium and habits to work systematically. Shortcomings in any of the above mentioned characteristics can be compensated by other abilities. The more abilities of this kind and the higher their level, the higher probability of school success on the part of the pupil.

361. MATYSIK, ZOFIA, and LENARCIK, BENIAMIN: **Nauczanie chemii.** (Teaching Chemistry). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 142 pp.

The publication presents the methodology of teaching chemistry in grades VII–VIII of the primary school. The introductory part contains an outline of the history of chemistry teaching in Poland. The role of teaching aids is then discussed as well as the organization of the learning process in the laboratory. Selection and gradation of the teaching material are discussed as well as the educational plaining, teaching methods and classroom techniques. Attention is given to the formation of skills necessary for individual work. Much stress is also laid on the polytechnic training and on the formation of the marxist outlook upon the world.

362. METERA, HELENA: **Rola analizy i syntezy słuchowej w nauce czytania i pisania.** (The Role of the Hearing Analysis and Synthesis in the Learning to Read and to Write). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 97–112.

The article is a report on the experimental course in reading given in grade I of the primary school according to G. B. Elkonin's principles. The course was repeated three times in three successive grades I with the aim to provide data for the work on a new system in the teaching to read, which would be fully adapted to the Polish language. The course was evaluated by means of a test battery, the elements of which concerned: a) the level of the hearing analysis, b) reading skill with regard to reading techniques, reading comprehension and reading speed, c) skill to write down a dictated text and d) knowledge of phonetics. On the basis of data obtained during the research the author suggests to work on the pupil's hearing analysis and synthesis prior to introducing graphic symbols. The author also postulates that use should be made of the pupils' ability to distinguish two types of phones in the teaching to write. It is also stated that the learning period can be considerably shortened owing to the application of the new method and a comparison is made as between the traditional Falski's method and the new one.

363. NIEBRZYDOWSKI, LEON: **Rola ambicji w uczeniu się dzieci szkolnych.** (The Role of Ambition in Pupils' Learning). *Psychologia Wychowawcza* 1971, No. 4, pp. 458–464.

The author distinguishes three groups of pupils according to the type and intensity of ambition and examines the significance of this factor for the effectiveness of learning. Considerations are based on the results of an experiment organized at lessons of the Polish languages and mathematics in grade VII of the primary school. The author states that ambition makes the pupil strive for better marks and therefore intensifies learning. This is usually connected with the improvement of the social position in the group of peers, which becomes an additional objective and creates additional motivation. In the author's opinion the most valuable of the three types of ambition is that which is characterized by the psychic equilibrium and self-respect without unnecessary showing off. The other types, i.e. striving to achieve the goal by all means

or disbelief in one's abilities are an obstacle rather than a stimulus. In the final part of the article the author discusses methods of utilizing ambition as a motivating factor in the process of instruction.

364. NIEDOŚPIAŁ, BARBARA: **Rozumienie tekstów.** (The Understanding of Texts). *Nowa Szkoła* 1971, No. 9, pp. 43–44.

The article is a report on research carried out in December 1970 on a sample of 127 pupils from grade VII of four primary schools in Radom. Data have been collected by means of a reading comprehension test which was composed of four short texts from the field of geography. Each subject was given a full set of texts with questions and instructions. Criteria of achievement were the following: 1) distinguishing information contained in the text, 2) understanding the leading idea of longer sentences or of the whole text, 3) generalizing the ideas presented in the text by means of providing it with a title, 4) dividing the text into logical elements, 5) summarizing the text. A special scale was prepared in order to ensure reliability of evaluation. Final analysis revealed considerable differences in the level of reading skills both between the classes and between the individuals under examination. On the basis of data obtained during research the author emphasizes the necessity to develop reading comprehension at lessons of various school subjects.

365. PTASZYŃSKI, W. and PIOTROWSKA-PRZYŁUSKA, I. and SOBAŃSKA, J.: **Kształtowanie pojęć biologicznych w szkole podstawowej.** (The Formation of Biological Concepts in the Primary Schools). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 175 pp.

The publication is devoted to the teaching methods in the field of the primary school biology. Considerable difference can be noted as between the present book and other publications on the subject, since for the first time logic is taken as a basis for the selection and gradation of concepts. Due attention is also given to psychological and didactic aspects of the problem. Each of the three parts of the book deals with one of the above mentioned aspects, which makes it possible to study the problems either in isolation or as an integrated set.

366. RACINOWSKI, SATURNIN: **Punkty i oceny.** (Points and Grades). *Życie Szkoły* 1971, No. 9, pp. 9–14.

The author presents various methods in evaluation of educational achievement. The central part of the article is devoted to multipoint scales which can be introduced as early as grade III of the primary school. The author stresses educational difficulties which usually accompany the introduction and presents the most effective ways to overcome the obstacles. In the author's opinion the new system requires a certain amount of statistical knowledge on the part of the teacher as well as a deep knowledge of his subject. What should be crucial in working out a scale is the scope of the pupils' knowledge. The teaching material covered by the test as well as testing techniques should be taken into consideration. The pupil's knowledge, skills and habits must be reduced into component elements or into successive operations according to the level of difficulty. The frequency of errors, their analysis and classification must also be prepared. Thereby shortcomings in the pupils learning techniques as well as in the teaching strategies could be detected. Examples of multipoint scales for the evaluation of reading, writing and mathematics are included.

367. TUKALSKI, ANTONI: **Znaczenie tekstów programowanych z matematyki w samodzielnej pracy uczniów.** (The Significance of Programmed Mathematical Texts in the Individual Work of the Pupil). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 134–146.

The article is a report on research concerning the effectiveness of programmed texts in the individual work of the pupil. The author aimed at stating which of the three types of texts: conventional, linearly programmed or block programmed proves to be the best for individual work. The following factors were taken into consideration: the degree of mastery in the field of a given mathematical problem, the ability to apply this knowledge, the knowledge of the learning techniques and the form of work: individual and paired. The quantitative analysis of data obtained in grades V–VII of the primary school is presented. The author states that in the course of individual

work better results are achieved independently of the preparation on the part of the pupil. It was also revealed that the block program is more effective than the linear one and that the individual work gives better results than that in groups of two persons.

368. TYWOŃSKI, KLEMENS: **Pomoce naukowe do nauczania geografii fizycznej.** (Teaching Aids in the Physical Geography). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 147 pp.

The publication contains information concerning the present state of the school equipment with respect to the aids for teaching geography in the primary and secondary school. Detailed descriptions of models, visual aids and machines are provided. The article includes ample data exemplifying the integration of the teaching aids in the process of instruction. Extensive bibliography of the subject is included.

369. WINIARSKI, MIKOŁAJ: **Uczestnictwo uczniów w środowiskowych zajęciach pozaszkolnych a postępy w nauce.** (Pupil's Participation in Environmental Out-Of-School Activities and Their School Success). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 113–122.

The article is a report on research carried out in three residential quarters on a sample of pupils from grades IV–VIII of the primary school. The pupils were divided into two groups: a) those participating in the activities organized by educational institutions, and b) those who never participate in such activities. The following research techniques were used: questionnaires, inverview with the formmaster and analysis of school documents. The data revealed lower educational achievement of pupils participating in the out-of-school activities. High correlation was stated as between the amount of care provided by the family and school success. Pupils deprived of educational care at home much more often visit local educational institutions, thus participating in the activities organized on the territory of the residential district is correlated with low educational achievement. The research is to be continued on a larger scale.

370. WYBRANE **zagadnienia z metodyki matematyki.** (Selected Problems of Teaching Mathematics). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1971, 232 pp.

The book contains a collection of articles on the methods of teaching mathematics. A. Wachułka discusses the history of teaching methods in mathematics, Z. Opial presents the methods used in modern mathematics, W. Jankowski examines the structure of the teaching material in the curriculum for the general secondary school, while S. Tarnau discusses the teaching of logic at the lessons of mathematics. Teaching methods in the modern school are analyzed by J. Górska and the elements of programming mathematics by C. Kupisiewicz and J. Górska. Final chapters by M. Daniłowicz-Chmielewska and A. Musiatowicz are devoted to the influence of mathematics on cognitive processes and to the problem of non-lesson activities.

See also: 310.

VI. 3. SECONDARY

371. DĄBEK, STANISŁAW: **Liceum ogólnokształcące na wsi.** (The General Secondary School in the Rural Areas). *Ruch Pedagogiczny* 1971, No. 4, pp. 461–468.

The article contains a discussion on the network of general sceondary schools in rural areas of the postwar Poland. Schools of this type are analyzed from the point of view of the educational opportunity for the rural pupils. The author advances a postulate to stop the liquidation of secondary schools in connection with the present demographic depression and to improve their working conditions. Access of rural pupils to secondary education is examined on the basis of research carried out in the region of Częstochowa and which aimed at stating the factors of school selection in rural areas. The author stresses the fact that the most common factor was the distance between home and school. Research revealed bad financial conditions of rural teachers as well as inadequate school equipment forming additional difficulties in the popularizatio of secondary schooling in the rural area.

372. LICEUM **przyszłości.** 10 wypowiedzi na temat zróżnicowania programowego. (The Secondary School of the Future. Ten Statements on the Curriculum Differentiation). *Nowa Szkoła* 1971, No. 9, pp. 29–40.

The article is a discussion based on series of articles devoted to the curriculum differentiation in the general secondary school. Z. Moszner points out the necessity to ensure full general education in spite of curriculum differentiation. J. Kulpa stresses the fact that the differentiated curriculum should transmit knowledge closely connected with practice; W. Pasternak suggests a model of a two-stage secondary school, E. Zych suggests the same model alongside with the mathematical bias in some of the secondary schools. I. Borkowska and M. Krawczyk postulate to provide a subject bias as late as in grades III and IV of the secondary school. H. Drzewiecki in his article entitled "The Secondary School is not a Seminar of the H gher School" suggests to introduce two types of the general secondary school: one with a mathematical bias and one with the humanities bias, each of them with the special seminar-type classes. S. Pappée expresses the opposite views. S. Stipal considers the seminar-type classes to be insufficient and suggests to introduce curriculum differentiation in the form of a subject bias. Z. Wiatrowski suggests to preserve a uniform secondary school. B. Ratkowska presents views on the seminar-type classes which promote a certain amount of curriculum differentiation in the form a subject bias in grade IV of the secondary school.

373. WILOCH, TADEUSZ: **Potrzeby i kierunki rozwoju szkolnictwa ogólnokształcącego.** (Developmental Trends in the General Schooling). *Miesięcznik Literacki* 1971, No. 10, pp. 95–100.

The author discusses the present organization of schooling in the Polish People's Republic and the necessary changes which will be introduced in connection with the coming implementation of reform aiming at the popularization of the secondary schooling. A discussion follows of obstacles resulting from the disproportion in the cultural development of urban and rural regions of the country. The author points to the fact that introduction of the

43 SL

compulsory secondary instruction is closely connected with the development of the school network, since difficulties of reaching schools situated far from the pupil's residence are a basic factor of school selection. The future reform is discussed in detail. It is anticipated that the school entering age will be appointed at 6. The school cycle will cover 8 years of the primary school, 2 years of the secondary schooling of the first level and two years of the secondary schooling of the second level. The latter will be differentiated into a general and a vocational one. The development of the network of vocational advisory centers is also anticipated.

See also: 356, 368, 370.

VI. 4. VOCATIONAL

374. DEJNAROWICZ, CZESŁAW and KARWAT, TADEUSZ: **Programowany model egzaminu z przedmiotów zawodowych.** (Model of Programmed Examinations in the Vocational Subjects). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 54–66. Rez.

The authors discuss the problems of administering examinations in vocational schools and present a criticism of the traditional methods of examining. A new model of the examination in vocational subjects is suggested to be carried out by means of the Methods Time-Measurement techniques. The examination is prepared in six stages. The following problems are discussed: 1) groups of activities on the part of the examinator, 2) criteria for evaluation, 3) conditions for the pupils admission to the equipment. The new form of the examination has been empirically verified. The authors discuss some of the most important educational implications. The general model of the examination is presented so as to make it possible to construct various examinations in various subjects on the basis of data provided.

375. GODLEWSKI, MICHAŁ: **Kształcenie ustawiczne kadr wykwalifikowanych.** (Permanent Education for Qualified Staff). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 3–14. Sod. Sum.

The author states that level of general and vocational education in the members of the society is the main factor determining the course of the economic growth of the country. Therefore considerable attention should be devoted to permanent education for the qualified employees. What should be given priority is the raising of professional qualifications on the part of those workers who directly implement technological progress to production processes. The author states that the first step for attaining this objective should consist in providing them with deep theoretical knowledge of basic disciplines. In the second part of the article the author discusses legal acts pertaining to the overall system of in-service training. Characteristics is also given of the present conception of a uniform system of pre- and in-service training and its both institutionalized and non-institutionalized forms. The model suggested by the author is constructed according to three basic phases: 1) preparation for the professional work. 2) professional adaptation and 3) refreshing and modernization of knowledge and qualifications.

376. KRZYSZTOSZEK, ZOFIA: **Działalność produkcyjna w rolnictwie a wychowanie.** (Agricultural Activities and Education). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 39–54, Rez. Sum.

The author discusses the subjective conditioning of agricultural activities, i.e. attitudes and personality features in peasants from the pedagogical, sociological and psychological point of view. Three main areas are examined in detail: the family, the village community and social institutions. The author points to the difference as between the rural and the urban environment suggesting the introduction of necessary modifications to the methodology of analysis. Special stress is laid on the coexistence of some elements of the capitalist system (individual farms) with those characteristic for the socialist society. The author gives consideration to the needs which must be satisfied by the educational system in preparing the young man for constant raising the living standard and the effectivity of production. Two main objectives should be stressed, i.e. the education of the man for work in the present conditions of individual

farms and for work in state collective farms of considerable size.

377. LEWANDOWSKI, STANISŁAW: **Niektóre problemy przygotowania wykwalifikowanych robotników.** (Some Problems of Training Qualified Workers). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 15–31, Sod. Sum.

The author deals with the basic problems of planning vocational education. Training and employment of qualified workers are also discussed at length. In the first part of the article the author analyzes the initial stage of school instruction and the basic conditions for the future success in the pupil's professional work. The basis of the considerations is formed by careful examination of the present changes in the structure of labor and in professional requirements. The author points out some shortcomings in the methodology of planning vocational education. In his opinion stress should be laid on the vocational schools organized by industrial plants. Attention should also be given to curricula and teaching methods as well as to the vocational nomenclature. The author points to the necessity of introducing considerable changes in the system of in-service training for teachers of vocational subjects. The final part of the article is devoted to industrial practices of pupils.

378. PAWLIK, MIECZYSŁAW: **Badania nad wartością prognostyczną różnych form egzaminu wstępnego do technikum.** (Research on the Prognostic Value of Various Forms of Entrance Examination to Secondary Vocational School). *Szkoła Zawodowa* 1971, No. 7/8, pp. 50–55.

The author reports on research carried out on the sample of 100 pupils of the Mechanical Secondary School in Białystok. The research aimed at stating the prognostic value of entrance examination in its various forms. Analysis pertained to scores from the entrance examination as well as to educational achievement in grade I and grade II of the secondary school. It was stated that higher informative and prognostic value can be ascribed to oral examinations which prove to be a more reliable instrument of control that the written examination. Data obtained

by means of the programmed examination in physics and mathematics are also discussed. The author concludes that the programmed examination increases objectivism and facilitates evaluative activities providing a more complete set of information on the candidate.

379. WAWRZYNIAK, BOGDAN: **Absolwenci szkół przysposobienia rolniczego.** (Graduates of Non-full Secondary Agricultural Schools). Ludowa Spółdzielnia Wydawnicza, Warszawa 1971, 179 pp.

The author discusses non-full secondary agricultural schools, their objectives, curricula and teaching plans. A detailed examination of these schools is based on research carried out in the region of Bydgoszcz in the years 1957–68. Research concerned the role of an agricultural schools in the rural area. The author aimed at presenting professional careers of 20,000 graduates from these schools as reflected in the productivity of farms on which they worked alone or with their family. The influence of education obtained in the agricultural school was measured by a comparison as between the farms conducted by the graduates and the remaining farms in the region. Evaluation of the state of the farm was carried out twice by a team of two specialists. The author states that graduates from agricultural schools become prominent persons in the village community, engaged in cultural, social and educational activities. Their farms are usually the model ones in the region. Several factors hindering the school functioning were also indicated.

See also: 308, 312, 315, 356.

VI. 5. HIGHER

380. ANDRZEJAK, SABINA: **Koszty kształcenia w szkolnictwie wyższym 1966–1969.** (Expenditure on Higher Education in the Years 1966–1969). Główny Urząd Statystyczny, Warszawa 1971, 82 pp.

This publication dealing with the expenditure on higher education in the years 1966–1969 has been prepared by the Main Statistical Bureau on the basis of data obtained

from the following ministries: the Ministry of Finance, the Ministry of Education and Higher Education, the Ministry of Culture and the Central Committee for Physical Culture and Tourism. Methodological problems are discussed in the introductory part. The statistical tables included in the publication demonstrate the yearly expenditure on higher education, expenditure for each student in various types of studies (day, evening, extramural) and expenditure for various types of schooling at the higher level. The following higher schools are taken into consideration: technological universities, advanced colleges for engineers, higher schools for economics, physical academies, medical academies, higher schools for fine arts, higher schools for music, theater and film.

381. CZEKAJOWSKI, RYSZARD (ed.): **Pedagogiczne aspekty studenckich praktyk robotniczych.** (Educational Aspects of Students' Labor Practices). Akademia Górniczo-Hutnicza im. S. Staszica, Kraków 1971, 53 pp.

Educational aspects of the students' labor practices are here analyzed on the basis of results obtained during the research carried out on 39 groups of students from the Academy of Mining and Metallurgy in Cracow in the year 1971. Research covered 1348 students. All the basic rules and regulations pertaining to the organization and curriculum for labor practices are also discussed. In the first part of the article the author presents labor practices in the light of pedagogy of labor, psychohygiene, and the theory of instruction. The social characteristics of subjects is also given. In part 2 a discussion follows of the educational function of the labor practices in the light of research results. The following problems are dealt with: labor practices as a factor of vocational adaptation, educational aspects of manual work, social and moral aspects of practices, motivation for participation and the fulfillment of tasks in the opinion of the staff of industrial plants as well as planning of activities on the part of the university.

382. DRAPICH, WIT: **Stawka na jakość.** (Quality First). *Głos Nauczycielski* 1971, No. 10, pp. 1, 8.

The article is an interview with the Deputy Minister of

Education and Higher Education. The following problems of higher schooling are discussed: 1) the level of knowledge in candidates for studies, 2) the number of applications at various departments, 3) the activities aiming at higher qualifications of graduates (reform of the curriculum, increase in the expenditure on teaching aids, accommodation of students and research workers), 4) improvement in the system of training research workers and 5) modernization of the pre-service teacher training at the university level.

383. KACZMAREK, STEFAN: **Motywy wyboru kierunku studiów.** (Motivation for Selection of the Higher School). *Dydaktyka Szkoły Wyższej* 1971, No. 2, pp. 3–18.

The article is a report on research carried out on a sample of students at the freshman year in Wrocław. The author discusses the motivation of students for studies and the etiology of failure. The following motives were stated to be the most common: interest in a given subjects, interest in the type of a profession, educational achievement in the secondary school, good financial situation in a given profession and aspiration to the higher education regardless of the type of studies. The high correlation is stated as between the type and intensity of motivation and educational achievement in the course of studies. High level of achievement as well as increased social activeness accompanied by a large amount of individual work were noticed in students with the high motivation.

384. KIETLIŃSKA, ZOFIA: **Zarys pedagogiki studiów technicznych.** (Didactics of Higher Technological Studies. An Outline). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 152 pp

In the introductory part of the book the author discusses educational tasks of the higher schooling special stress being laid on technological universities. The publication deals with: 1) the curricula for technological studies, 2) educational aspects of the process of instruction in a higher technological school, 3) attitude formation in a higher school, 4) problems of the youth and 5) problems of the teaching staff. In the final part of the book the author discusses the etiology of failure on the basis of ample research data and gives consideration to the recruitment of candidates for studies.

385. LEKSIŃSKI, WACŁAW: **Eksperyment w zakresie egzaminów problemowych.** (Experiment in the Field of Problem Examinations). *Dydaktyka Szkoły Wyższej* 1971, No. 2, pp. 63–68.

The article presents several questions connected with the introduction of the what is called problem examination to the Warsaw Technological University. Problem examination is a combined written examination which takes place at the end of each term and covers the teaching material of several subjects, thus replacing several examinations in the traditional system. The problem examination is composed of two parts, each devoted to a complex problem. Its objectives are: to state the skill to apply new information obtained in the course of lectures, to state the knowledge of calculus, to eliminate the memorization of formulas and to state what use can be made of individual reading. The author discusses advantages and drawbacks of the problem examination pointing to the scoring difficulties but stressing its high value for the student's individual work.

386. ŁUKAWSKA, ANNA: **Prognostyczność egzaminów wstępnych na wyższą uczelnię.** (The Prognostic Value of Entrance Examinations to the Higher School). *Dydaktyka Szkoły Wyższej* 1971, No. 2, pp. 35–46.

The article is a report on the research carried out by means of a questionnaire at the Department for Education at the Jagiellonian University in Cracow. Research covered all the students enrolled in the University in the years 1964–1967. The sample has been divided into two groups: group A with the average of grades obtained at the entrance examination 3–3.9 and group B with the average 4–5. All the students in group B graduated from the university with the total grade being 4 or 5. A part of students in group A graduated with the same grade, although 12.5 percent of those graduating with grade 3 belonged to this group. The data discussed in the article prove that it is impossible to predict the students' career only on the basis of the grade obtained at the entrance examination and at the final examination at the secondary school. The significance of other factors such as for instance motivation, interest, systematic work has been

confirmed. The author advances a postulate to work out methods of testing these factors alongside with the regular entrance examination.

387. SŁAWIŃSKI, STANISŁAW: **Eksperyment w zakresie rekrutacji semestralnej.** (Experiment in the Field of the Term Recruitment). *Dydaktyka Szkoły Wyższej* 1971, No. 2, pp. 51–58.

The author points to the discrepancy existing between the organization of the academic year and the structure of studies. Since the structure of studies provides a division of the school year into two sixmonth terms the Department of Electronics at the Technical University of Warsaw introduce a modified organization of training. In the new system the recruitment for studies is organized twice a year at the beginning of each term. Additional advantage is the possibility to immediately repeat the term by the student who failed without repeating the whole academic year. The new situation is extremely favorable for psychological reasons as it makes it possible to avoid periods of inactivity; if a relatively large number of students fail at the final examinations of a given term then the economic losses considerably diminish.

388. SUCHOŃSKI, ADAM: **Stan badań nad egzaminem wstępnym do szkół wyższych.** (Research on the Value of Entrance Examination at the Higher School). *Dydaktyka Szkoły Wyższej* 1971, No. 2, pp. 21–33.

The article deals with the entrance examination at the higher school and with the recruitment of candidates for studies. The author points to the fact that although the interest increases in the prognostic value of entrance examination no systematic research on the subject is being carried out. Occasionally researches have been started in Poznań, Łódź and Warsaw, no satisfactory data were, however obtained. The author postulates to initiate research in the secondary school so as to assess the educational achievement of the candidate in the future subject of studies. Observation would be continued at the entrance examination and at the freshman year. Research of this type should be carried out in various environments as

this will enable to obtain ample data pertaining to the prognostic value of the entrance examination.

389. ŻAKOWSKI, WOJCIECH: **Eksperyment w zakresie przeprowadzania egzaminów wstępnych.** (Experiment Concerning the Entrance Examination). *Dydaktyka Szkoły Wyższej* 1971, No. 2, pp. 59–62.

The author reports on the activities aiming at the improvement in the recruitment of candidates for studies. Experiment in this field was started at the Warsaw Technical University. First, point scales prepared were based on clearly defined criteria with the aim to obtain maximum objectivity. Then the oral examination was liquidated, while the written one became anonymous. Scoring is done by a team of several university teachers the number of which is corresponding to the number of problems included in the examination. Each of the judges evaluates only one problem. Advantages of the new system are discussed in detail. In the author's opinion the written examination reduces the influence of purely verbal intelligence, while anonimity ensures just evaluation, which is strengthened by the maximum objectivity of the test.

390. ŻOR, ANDRZEJ: **Selekcja kandydatów — sprawa wciąż otwarta.** (Selection of Candidates for Studies). *Nowa Szkoła* 1971, No. 9, pp. 21–23.

The author discusses the most important problems connected with the recruitment of candidates for studies in higher schools. Special consideration is given to the way of organizing recruitment activities and ensuring the most objective set of conditions for the selection of the gifted pupils. Much place is devoted to correct principles and criteria for selection. The author points to the most important factors influencing the proper selection, i.e. forms of examinations, composition of the recruitment committee, organization of its activities, set of requirements and the system of evaluation. In the author's opinion the curricula for secondary schools should be prepared under the aspect of the developmental plans of the higher schooling, which in turn results from the planning of the na-

tional economy as well as from the social demand for qualified workers in various branches of culture and economy.

See also: 306, 311.

VI. 6. ADULT

391. KAŁUŻNY, CZESŁAW: **Zasady, metody, formy działalności kulturalno-oświatowej.** (Principles, Methods and Forms of Cultural and Educational Activities). Wydawnictwo Związkowe Centralnej Rady Związków Zawodowych, Warszawa 1971, 182 pp.

The publication contains an analysis of cultural and educational activities. The introductory chapter presents definitions of basic terms and concepts concerning the problem. Then a discussion follows of activities to be carried out by libraries, educational institutions and individuals involved in cultural and educational work. Consideration is given to the education through work and art, utilization of the modern technology in educational activities role of mass-media and the formation of reading habits. The final chapters deal with various forms and methods of educational work with children and adolescents and with the organization of leisure. Personality of the educational worker is also discussed. The book contains 12 chapters.

392. KRAJEWSKA, KAROLINA: **Bibliografia oświaty dorosłych za okres 1.XI.1970–30.VI.1971.** (Bibliography of Adult Education for the Period from November 1, 1970 to June 30, 1971). *Oświata Dorosłych* 1971, No. 4, pp. 254–256, No. 5, pp. 318–320, No. 6, pp. 382–384, No. 7, pp. 446–448, No. 8, pp. 510–512 and No. 9, pp. 575–576.

The bibliography of Polish materials pertaining to adult education presents articles and books published in the period from November 1, 1970 to June 30, 1971. All the publications are divided into the following sections: 1) general problems, 2) vocational training, self-instruction and general education, 3) cultural and educational activities and 4) reading habits.

393. SOSNOWSKI, JÓZEF: **Technika pracy społeczno-oświatowej. Zarys.** (Technique of Social and Educational Work. An Outline). Wydawnictwo Związkowej Centralnej Rady Związków Zawodowych, Warszawa 1971, 180 pp.

The book presents problems from the field of pedagogy, psychology and sociology which are crucial for the social and educational work. Special consideration is given to: 1) the personality of the worker, 2) his self-instruction, 3) his ability to listen and to clearly express ideas, 4) adult-education and its organization, 5) acquiring knowledge of the social millieu in order to plan social work and 6) training social workers. The final part is devoted to the popularization of culture and science society.

394. TRZYNADLOWSKI, JAN (ed.): **Człowiek pracy w dużym zakładzie przemysłowym.** (The Employee in a Large Industrial Plant). Państwowe Wydawnictwo Naukowe, Wrocław 1971, 430 pp.

The publication contains materials from the session devoted to problems of an employee in a large industrial plant. The session was held in 1970 at the Wrocław Association for Science. Papers prepared for the session dealt with educational, sociological and industrial aspects of work in a large industrial plant. These were based on research carried out in Silesian factory producing electric machines. Part 1 of the book contains the report by: Z. Gałdzicki "Social Interactions and Vocational Categories in the Industrial Plant", A. Kamocki "Vocational Adaptation of Graduates from Non-Full Secondary Vocational Schools" and M. Kulczycki "Psychological Aspects of Conflicts in an Industrial Plant". The remaining papers in part 1 pertain to sociological and medical problems. Part 2 contains a discussion and conclusions.

395. TYMOWSKI, JANUSZ: **Wprowadzenie postępu technicznego drogą podnoszenia kwalifikacji pracujących.** (Introduction of Technological Progress by Industrial Training). *Kwartalnik Pedagogiczny* 1971, No. 3, pp. 33–38. Rez. Sum.

The author states that the process of raising qualifications in the working staff should precede the introduction of

new technological methods. Higher qualifications exert influence on: 1) productivity, 2) readiness for change, 3) modernization of the precess of production, 4) possibility to introduce new experimental solutions. Thus, much consideration is given to the pre-service training for the employees, to various problems of technological specialization and to forms and methods of the in-service training at refresher courses. The role of individual work is stressed. The author gives special consideration to the reading of professional literature, as well as of Polish and foreign press. Problems of post-graduate studies and technological courses at various levels are also discussed in detail in connection with the activities carried out by the technical universities.

396. ŻYTKO, MIECZYSŁAW: **Szkolnictwo dla pracujących w okresie reformy.** (Adult Education Reformed). *Oświata Dorosłych* 1971, No. 9, pp. 516–522.

The author analyzes the principles of the reform of adult education at the primary and secondary level which was started in the year 1968/69. Primary schooling in the light of the new acts covers those who have not completed the 8-year primary school for adolscents, i.e. persons born in 1952 and later. Older pupils will be enrolled in the 7-year primary schools for adults. Similar regulations were issued concerning the general secondary schooling. Graduates from the 8-year primary school will be enrolled in grade I of th 4-year evening or extramural secondary school for adults while graduates from the non-full secondary vocational schools — in grade I of the three year secondary school. Not all the regulations have as yet been implemented. Obstacles in this field are discussed in detail in the final part of the article.

VI. 7. SPECIAL

397. KULIKOWSKA, ANNA: **Badania socjometryczne w domu specjalnym dla dzieci upośledzonych umysłowo.** (Sociometric Research in a Special Home for Mentally Deficient Children). *Szkoła Specjalna* 1971, No. 3, pp. 209–216.

The article is a report on research carried out by the

Psychoneurological Institute in Pruszków. The aim of the research was to give a detailed characteristics of the group structure in the homes for mentally deficient children. Examinations covered three groups: two groups of boys and one of girls and were carried out by means of Cattell's, Terman-Meril's and Doll's tests. On the basis of the data it was stated that: 1) popular and non-popular persons can be distinguished but no distinct group structure is visible such as is occurring in normal groups, 2) sociometric techniques were found useful in the field of psychological research although adaptation must be carefully prepared, 3) the phenomenon of rejection can be alleviated owing to data obtained through the activation of rejected persons.

398. PAŃCZYK, JAN: **Rozwój niektórych cech fizycznych młodzieży upośledzonej umysłowo, uczęszczającej do zasadniczych specjanych szkół zawodowych województwa gdańskiego.** (The Development of Some Physical Features in the Mentally Deficient Pupils Non-Full Special Vocational Schools of the Secondary Level in Gdańsk Voivodship). *Szkoła Specjalna* 1971, No. 3, pp. 247–251.

Research presented in the article aimed at a full diagnosis of the physical development of mentally deficient pupils from three special non-full secondary vocational schools in the region of Gdańsk. The data obtained during research were designed to serve the teachers who would thus be able to modify the course of the teaching process in order to make it more adapted to the abilities of their pupils. Research covered 142 girls and 317 boys, calculations being worked out according to norms confirmed by Wolański (13). It has been stated that the physical development of mentally deficient pupils is not similar to that of the normal youth.

399. STRZEMBOSZ, ADAM: **Nieletni sprawcy kradzieży w środowisku wielkomiejskim.** (Delinquent Youth in the Big Town Environment). Państwowe Wydawnictwo Naukowe, Warszawa 1971, 176 pp.

The publication is devoted to the question of delinquent adolescents in the big town environment. The author

formulated a hypothesis that adolescent thieves tried at the Court for the Delinquent Youth are usually highly demoralized. Research covered the total of boys tried in the period from May 1, 1961 to May 1, 1962 at the Court for the Delinquent Youth Section for Southern Warsaw. The data obtained were then compared to those from two other district courts. Two years later the second phase of the research took place the aim of which was to state the number of recidivists. Three years later in the third phase of the research the same analysis was repeated and this time it pertained to young people on the average aged 20. Research techniques used were: interviews and the analysis of documents kept at district courts. On the basis of the data the author discusses the degree of social maladjustment, mechanisms of demoralization and recidivism.

400. TUŁODZIECKA, IRENA: **O rozwój wychowania przedszkolnego dzieci głuchych.** (The Development of Pre-School Education for the Deaf). *Szkoła Specjalna* 1971, No. 3, pp. 193–200.

The popularization of the pre-school education for the deaf is the basic condition for the full revalidation, which consists in the acquisition of the native language to a degree permitting its social, cognitive and educational functional utilization. The author distinguishes two periods: 1) the period of formation of the deficiency till the third year of age and 2) the period from the fourth to the seventh year of age. In the course of the first period the child should be brought up in the family under the guidance of a specialist, while in the second period education in a special kindergarten is needed. In the final part of the article the author advances the following postulates: 1) to prepare a full list of deaf children up to the sixth year of age, 2) to establish a national network of kindergartens for the deaf, 3) to construct special curricula for the deaf and prepare teaching aids which would ensure their realization, 4) to adopt acts introducing obligatory pre-school education for the deaf, 5) to train teachers for special kindergartens and 6) to prepare a publication concerning problems of special pre-school education for parents.

INDEX OF AUTHORS AND EDITORS

Andrzejak S. 380

Bednarski H. 356
Bonecki H. 357
Borkowska I. 372

Chechliński J. 321
Chmielińska M.
see Daniłowicz-Chmielińska M.
Chrzan B. 301
Cieślowski S. 314
Czarkowska W. 301
Czarnuch Z. 330
Czekajowski R. 381 (ed.)

Dąbek S. 371
Daniłowicz-Chmielińska M. 370
Dejnarowicz C. 374
Drapich W. 382
Drzewiecki H. 372
Dyner W. J. 354

Gałdzicki Z. 394
Gawęda S. 301 (ed.)
Gębura G. 314
Godlewski M. 321, 324, 344, 375
Goetel W. 301
Górska J. 314, 370

Hewryk L. 314

Izdebska H. 331

Jabłoński H. 313, 320
Jakubowski J. 302
Janiszowska I. 314 (ed.), 315
Jankowski W. 370
Janowski A. 336
Jundziłł J. 321

Kaczmarek S. 383
Kamiński A. 336, 345
Kamocki A. 394
Karwat T. 374
Kietlińska Z. 376, 384
Kluczyński J. 316–317
Komorowska-Piskorowska H. 314
Konopnicki J. 334
Kowalik S. 321
Kozakówna L. 301
Kozłowski J. 346
Krajewska K. 392
Krajewski T. 321
Krasuski J. 303
Kraszewski K. 332
Krawcewicz S. 347
Krawczyk M. 372
Krzysztoszek Z. 321, 376
Kulczycki M. 394
Kuligowska K. 358
Kulikowska A. 397
Kulpa J. 321, 372
Kupisiewicz C. 318, 321, 323, 370
Kurdybacha Ł. 304
Kwiatkowska H. 348
Kwieciński Z. 333–335

Leksiński W. 385
Lenarcik B. 361
Leśnik A. 349
Lewandowski J. 319
Lewandowski S. 377

Łapkowska S. 359
Ławniczak H. 330
Łobocki M. 350
Łukawska A. 386

M.M. 320
Małacha J. 360
Malinowski K. 336
Matysik Z. 361
Metera H. 362
Moszner Z. 372
Musiatowicz A. 370
Muszyński H. 337–339

Nawroczyński B. 339
Niebrzydowski L. 363
Niedośpiał B. 364
Nijakowski M. 351

Okoń W. 314, 321–322, 324, 332
Olszewski E. 321
Opial Z. 370

Pappée S. 372
Pańczyk J. 398
Pasternak W. 372
Pawlik M. 378
Piątkowski N. 321
Piasecki B. 355
Piotrowska-Przyłuska I. 365
Piskorowska H.
see Komorowska-Piskorowska H.
Pluta S. 352
Podoski K. 355
Przyłuska I.
see Piotrowska-Przyłuska I.
Ptaszyński W. 365

Racinowski S. 366
Radlak W. 330
Rataj M. 323
Ratkowska B. 372
Rogalska K. 324

Sawicki M. 314
Skorupska-Sobańska J. 341
Sławiński S. 387
Słodkowski W. 314
Słowikowski T. 301
Smarzyński H. 342
Sobańska J. 365
Sobańska J.
see Skorupska-Sobańska J.
Soczewka J. 314
Sosnowski J. 393
Stępień M. 301, 321
Stipal S. 372
Strzembosz A. 399
Suchodolski B. 325, 343
Suchoński A. 388

Świda H. 326

Szafer W. 301
Szczepański J. 321, 324
Szczerba W. 327
Szybka C. 314

Tarnau S. 370
Trojanowski S. 330
Trzynadlowski J. 394 (ed.)
Tukalski A. 314, 367
Tułodziecka I. 400
Tymowski J. 395
Tywoński K. 368

Wachuła A. 370
Wawrzyniak B. 379
Węgrzynowicz J. 329
Wiatrowski Z. 344, 372
Wiloch T. 321, 373
Winiarski M. 369
Wiśniowski J. 336
Wojciechowski K. 353
Wołczyk J. 324
Woźnicki T. 314
Wroczyński R. 305

Zakrzewska Z. 330 (ed.)
Zepp K. 330
Zych E. 372

Żor A. 390
Żukowski W. 389
Żytko M. 396

NAMES OF PUBLISHING HOUSES

Główny Urząd Statystyczny — Central Statistical Office
Ludowa Spółdzielnia Wydawnicza — People's Publishing Cooperation
Instytut Wydawniczy "Nasza Księgarnia" — Publishing House "Our Booksellers"
Państwowe Wydawnictwo Naukowe — Polish Scientific Publishers
Państwowe Wydawnictwa Szkolnictwa Zawodowego — State Publishers of Vocational Schools Publications
Państwowe Zakłady Wydawnictw Szkolnych — State Publishers of School Publications
Wydawnictwa Akademii Górniczo-Hutniczej im. Staszica — Academy of Mining and Metallurgy Press
Wydawnictwo Związkowe Centralnej Rady Związków Zawodowych — Trade Unions Publishing House